



## *Driving Equity and Excellence*

### Improvement Action Plans

**Session 2020-21**

<b>School:</b>	Stane Primary and Nursery Class
<b>Cluster:</b>	Calderhead

Improvement Plan Summary	
<b>Cluster Priority:</b>	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.
<b>School Priority 1:</b>	Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school.
<b>School Priority 2:</b>	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.
<b>School Priority 3:</b>	Develop high quality learning and teaching approaches at all stages so as to impact positively on learner attainment and achievement.
<b>Nursery Class Priority:</b>	We will deliver equity and excellence and 1140hours to all children. Quality will be at the heart of this process.

## Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

### Improvement Actions

- Raising Attainment Strategy
  - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
  - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
  - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

### Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

#### Improvement Actions

- SAC/ PEF Plan
  - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
  - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Research Lab
  - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

### Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

#### Improvement Actions

- GIRFEC
  - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
  - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
  - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

### Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### Improvement Actions

- Curricular Progression
  - A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
  - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.

- Digital Classroom
  - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups-** Improved outcomes for vulnerable groups.

### **Improvement Actions**

- Support for Families/ Young People at Risk
  - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
  - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
- Support for Adults
  - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

## Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
  - School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Parental Engagement
  - School Improvement
  - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

## School Vision

An **attachment informed** school that promotes every child's **achievement** by meeting their **emotional and learning needs** and, in doing so, aspires to high levels of attainment for all, taking **trauma-sensitive action** to overcome any barriers to learning.

## Our Values



Connection



Kindness



Compassion



Courage



Community



## Our Shared Aims

### Curriculum

To deliver the curriculum for excellence, appropriate to the **learning and emotional** needs of all pupils through effective learning and teaching.

### Learning and Teaching

To **support** all pupils to achieve their full potential in all aspects of school life and to facilitate the **sensitive** delivery of the curriculum.

### Support for Pupils

To provide **effective** support for all pupils taking account of the possible impact of **adverse childhood experiences**, working with external agencies whenever possible.

### Attainment

To ensure every pupil's attainment is developed through an **appropriately stimulating** curriculum, taking action to **close any poverty-related gaps**.

### Ethos

To create a secure, stimulating and caring environment for all members of the school community, which is **trauma-sensitive** and **attachment informed**.

### Partnerships

To link with parents, pupils and the wider community in a partnership for learning which **encourages connectedness**.

## **Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

### **Details of engagement with parents/carers**

- Monthly jotter feedback information
- Feedback from showcase of learning events and Open Hour
- Pupil Equity Fund Consultation
- Regular updates on school priorities via newsletters
- Monthly Parent Council feedback

### **Details of engagement with learners**

Learners have been asked timeously throughout the year their opinions on improvements and next steps for us as a school. Children's engagement has been increased through the Pupil Voice group this session. Staff and pupil led evaluation will continue next session with the introduction of a school improvement pupil group who will work on How Good is OUR School. Staff and pupil led evaluation will continue next session.



When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

Education and Families Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improved outcomes for vulnerable groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Early intervention and prevention</li> <li>2. Social and emotional wellbeing</li> <li>3. Promoting healthy lifestyles</li> <li>4. Targeted approaches to literacy and numeracy</li> <li>5. Promoting a high quality learning experience</li> <li>6. Differentiated support</li> <li>7. Using evidence and data</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ol>	<ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy;</li> <li>2. Closing the attainment gap between the most and least disadvantaged children;</li> <li>3. Improvement in children's and young people's health and wellbeing; and</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>

<p><i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p>	<b>Developing in Faith Themes</b>	<p><i>All schools are encouraged to consider links to the United Nations Convention on the Rights of the Child. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i></p> <p><i>The articles can be found <a href="#">here</a>.</i></p>	
	<ol style="list-style-type: none"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> </ol>		
	<ol style="list-style-type: none"> <li>2. Developing as a community of faith and learning</li> </ol>		
	<ol style="list-style-type: none"> <li>3. Promoting Gospel Values</li> </ol>		
	<ol style="list-style-type: none"> <li>4. Celebrating and Worshiping</li> <li>5. Serving the common good.</li> </ol>		



## 2020- 21 Cluster Improvement Plan

<b>IMPROVEMENT PRIORITY:</b>	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.				
Person(s) Responsible Who will be leading the improvement?	<b>Sandra Campbell (Cluster Chair), Gillian Platt (CIIL) supported by Michael Dolan (Education and Families Manager)</b>				
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
QI: 1.3 QI: 2.4 QI: 3.1 QI: 3.2		1.School Leadership 2.Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	Article 12: Right to express views. Article 24: Right to health care

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
A clear vision is established for cluster working which places positive outcomes for children at its heart.	Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working.	Evaluations from all cluster stakeholders in February and May.		By October 2020 mid-term break
All practitioners across the cluster are familiar with the GIRFEC refresh to ensure: <ul style="list-style-type: none"> <li>• identification</li> <li>• assessment</li> <li>• planning</li> <li>• implementation</li> </ul> of interventions are in place for those children and young people who need more assistance.	Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.	100% of staff trained and implementing the GIRFEC pathway.  Data on revised staged intervention approach will show decreasing numbers as stages escalate	GIRFEC refresh	November 2020 Inset Day

The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.	Establishment of the cluster wellbeing team.  Deliver training for the wellbeing team around the new Support Around the School system.	Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway. All members of the wellbeing team trained and implementing the new Support Around the School System.	Documentation around the new Support Around the School system.	Training- By December 2020 Implementation of Support Around the School System- TBC
The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.	Long term location of the base finalised.  Integrated Cluster Wellbeing Team develop the base in terms of resource and functionality.	Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway.	Furniture for the teaching space and family room.  Admin resources for the wellbeing team.	Base to be fully functional by June, 2021.
All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy.	All heads of schools and centres will produce a 'Poverty Proofing Our School/ Centre' policy for their own establishment.  'Connecting Families' (Club 365 intensive model) is included in revised 'Support Around the School' meetings.	Policies are written.  Increased number of referrals from schools to the Financial Education Team.	Guidance paper for policies.	Policies to be written by the end of February, 2021.
A clear vision is established for cluster working which places positive outcomes for children at its heart.	Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working.	Evaluations from all cluster stakeholders in February and May.		By October 2020 mid-term break

Evaluative Statement & Actual Impact/ Evidence	
November	
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## 2020-21 School Improvement Priority 1

<b>IMPROVEMENT PRIORITY 1:</b>	Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school.				
<b>Person(s) Responsible</b> Who will be leading the improvement?	Laura Simpson HT, Julie Scott and Ryan O'Donnell SLT, Robert Watson Digital Champion, Class Teachers				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ UNCRC Article(s)</b>
2.1 Safeguarding and Child Protection 2.2 Curriculum 2.4 Personalised Support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion	1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 10. Partnership working	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	3. Improvement in children and young people's health and wellbeing.	RRS Article 12: Right to express views RRS Article 24: Right to health care RRS Article 28: Right to education

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state where cost is being met from.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
All school staff are familiar with the GIRFEC refresh to ensure: <ul style="list-style-type: none"> <li>• identification</li> <li>• Assessment</li> <li>• planning</li> <li>• implementation</li> </ul> of interventions are in place for those children and young people who need more assistance.	<ul style="list-style-type: none"> <li>✚ Deliver staff training on the GIRFEC refresh to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 100% of staff trained and implementing the GIRFEC pathway.</li> <li>✓ Data on revised staged intervention approach will show decreasing numbers as stages escalate</li> </ul>	<ul style="list-style-type: none"> <li>• GIRFEC resources</li> </ul>	November INSET day/Collegiate Time
All staff are 'trauma informed' to ensure there is a consistency of approaches and shared language to supporting children across the school	<ul style="list-style-type: none"> <li>✚ All staff access Solihull training course to review Containment, Reciprocity and Behaviour model</li> <li>✚ Use nurturing relationships as the basis of response to trauma</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pre and post self-evaluation of staff training</li> </ul>	<ul style="list-style-type: none"> <li>• Online Solihull Approach</li> <li>• NHS Education Scotland Trauma informed resources and training programmes - 'Opening Doors' and 'Sowing Seeds' Animations</li> </ul>	

	<ul style="list-style-type: none"> <li>✚ Resilience Alphabet (Ed Scotland) introduced to classes P2-P7.</li> <li>✚ Non-contact meet and greet for each class to be established.</li> <li>✚ Use partner agencies at Additional and Intensive level (Educational Psychologist, CAMHS)</li> </ul>		<p><a href="https://bit.ly/3gNNEIO">https://bit.ly/3gNNEIO</a></p> <ul style="list-style-type: none"> <li>• Trauma informed resources and training programmes eg Understanding &amp; Responding to Trauma (currently being piloted)</li> <li>• CAMHS <a href="https://www.nhs.uk/services/camhs/">https://www.nhs.uk/services/camhs/</a></li> </ul>	
<p>Development and implementation of a social &amp; emotional health curriculum that universally supports pupils' return to school</p>	<ul style="list-style-type: none"> <li>✚ Implementing whole school programme to include the following areas:-</li> <li>• <b>Routines and rules</b> - keeping ourselves and others safe</li> <li>• <b>Reconnect</b> - returning and adapting to the 'new normal' school environment</li> <li>• <b>Re-engage</b> - in learning,</li> <li>• <b>Relationships</b> - with staff and peers (Reasons we love..., Socially Distanced Meet and Greet, updating of the Positive Relationships Policy)</li> <li>• <b>Resilience</b>- managing anxiety and developing coping strategies eg daily check ins, 'worry' boxes, daily mindfulness.</li> <li>• <b>Recognise and Regulate</b> - managing emotions and feelings (Emotion works, resilience alphabet, zone of regulation)</li> <li>• <b>Recovery</b> - moving forward</li> <li>✚ HWB Champions meetings to support the implementation of the above programmes</li> </ul>	<p>✓ Teachers planning will demonstrate the increased focus on mental health and wellbeing</p> <p>✓ Qualitative and quantitative information will show that almost all children successfully engage in programmes</p> <p>✓ Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning</p>	<ul style="list-style-type: none"> <li>• Healthy Schools Website- Covid Recovery section <a href="https://healthyschools.scot/">https://healthyschools.scot/</a> RSHP website <a href="https://rshp.scot/">https://rshp.scot/</a></li> <li>• Emotional Literacy programmes (eg Emotion Works)</li> <li>• Knowing Me Knowing You - Playback Ice wellbeing resource <a href="http://www.playbacklearningacademy.com">http://www.playbacklearningacademy.com</a></li> <li>• Place2Be Return to School Resources <a href="https://bit.ly/37hnzwc">https://bit.ly/37hnzwc</a></li> <li>• Building Resilience - Edinburgh City Council Resource</li> <li>• Compassionate and Connected Classrooms - Education Scotland <a href="https://education.gov.scot/improvement/learning-">https://education.gov.scot/improvement/learning-</a></li> </ul>	<p>By December 2020</p>

			<a href="#">resources/compassionate-and-connected-classroom</a> <ul style="list-style-type: none"> <li>• Mindfulness activities eg Relax Kids</li> <li>• Mental Health First Aiders</li> </ul>	
All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the HWB curriculum	<ul style="list-style-type: none"> <li>✦ Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.</li> <li>✦ Active Schools Coordinators demonstrate physical active health lessons that teachers can then implement to appropriate age group</li> </ul>	As above	<ul style="list-style-type: none"> <li>• CfE Outdoor Learning Guidance</li> <li>• Outdoor Learning focused Class Visits</li> <li>• Outdoor Learning from Virtual Schools (Weekly bulletin Issue 5)</li> <li>• Active Schools Coordinator support</li> </ul>	By June 2021
Becoming a Rights Respecting school and embedding a child rights approach into all aspects of school life.	<ul style="list-style-type: none"> <li>✦ Complete questionnaires and create whole school action plan</li> <li>✦ Apply for Bronze award</li> <li>✦ Implement Action Plan:-</li> <li>✦ The school community learns about children's rights</li> <li>✦ Positive Impact of on school life is evident</li> <li>✦ Children identify as global citizens</li> </ul>	✓ Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to	<ul style="list-style-type: none"> <li>• Healthy Schools (links to UNCRC on planners) <a href="https://healthyschools.scot/">https://healthyschools.scot/</a></li> </ul>	<p>Bronze award achieved by December 2020</p> <p>Silver award achieved by June 2021</p>
Improvement in social and emotional and mental wellbeing for <b>targeted</b> pupils and families.	<ul style="list-style-type: none"> <li>✦ Development of effective tracking and monitoring of health and wellbeing based on principles of GIRFEC.</li> <li>✦ Implementation of targeted interventions including, Seasons for Growth, Anxiety Management.</li> <li>✦ Identification of programmes for individuals/groups/families (This may be online).</li> <li>✦ Enhanced communication with families.</li> </ul>	<p>✓ Staged intervention. Requests for Assistance. Health and Wellbeing Assessments.</p> <p>✓ Participation rates show that almost all (over 90% of) parent/carers in the targeted groups attend (virtually or otherwise)</p>	<ul style="list-style-type: none"> <li>• Seasons for Growth resources</li> </ul> <p>Staffing</p>	Ongoing

<p>Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recovery</p>	<ul style="list-style-type: none"> <li>✚ Community Learning and Development Workers supporting families to access appropriate supports and initiatives that promote wellbeing.</li> <li>✚ Sharing of good practice within the newly established Integrated Cluster Wellbeing group</li> <li>✚ Strong partnerships across all sectors through Getting it Right for Every Child policy and practice.</li> <li>✚ Staff receive online training on the Nurture principles:- <i>An environment which offers a safe base and Transitions are important in children's lives</i></li> <li>✚ Staff access presentations on             <ol style="list-style-type: none"> <li>1. Supporting Schools COVID-19 with change and loss</li> <li>2. COVID-19 pupil workshop on change and loss</li> </ol> </li> <li>✚ Develop clear staged intervention approaches to trauma, distress and mental health issues using relationships in school and independent sectors, including school counselling</li> </ul>	<p>✓Tracking and monitoring of staged intervention. ✓ Requests for Assistance. ✓Health and Wellbeing Assessments. ✓Minutes, pastoral notes, chronologies.</p> <p>✓Monitoring and evaluation of services will highlight the positive impact on children's mental health and wellbeing</p>	<ul style="list-style-type: none"> <li>• NL Continuity Resource Team <a href="http://tiny.cc/5otklz">http://tiny.cc/5otklz</a></li> <li>• Online training provided by Educational Psychologist</li> <li>• Psychological service offer</li> <li>• Seasons for Growth Companion</li> <li>• School Counselling Service</li> </ul>	<p>Ongoing</p>
<p>Increased family learning opportunities around developing positive mental health and wellbeing for all.</p>	<ul style="list-style-type: none"> <li>✚ Programme of events or training offered to families by Community Learning and Development including wellbeing and skills development (ICT).</li> <li>✚ Continue to engage with NHS, Sleep Scotland and CAMHS colleagues to share and signpost resources.</li> </ul>	<p>✓Participation rates show that almost all (over 90% of) parent/carers in the targeted groups attend (virtually or otherwise)</p>	<ul style="list-style-type: none"> <li>• Community Learning &amp; Development</li> <li>• CAMHS</li> </ul>	<p>Ongoing</p>

			<a href="https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/">https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/</a> /	
<p>Staff wellbeing is a key focus.</p> <p>Colleagues formally discuss the concept of self-care - 'Taking Care of Ourselves during Challenging Times'</p> <p>Informal 'wellbeing check ins' are common practice to monitor how staff are feeling</p> <p>Opportunities are provided to encourage social conversation within teams</p> <p>Signposting: colleagues know where, and how, to access support, resources and online development opportunities.</p> <p>Participation in related CLPL is encouraged.</p>	<ul style="list-style-type: none"> <li>✚ Deliver Seasons for Growth COVID presentation (or alternative), facilitate discussion, promote good self-care practice.</li> <li>✚ Check ins for all staff - from managers, for managers, and between peers.</li> <li>✚ Weekly 'Coffee and Catch up' Or 'Walking Group' Or Quiz sessions - virtual opportunity for social chat and laughter</li> <li>✚ Communications are shared and resources clearly signposted via own channels</li> <li>✚ Consider use of pre-recorded webinar content for in service discussion throughout year</li> </ul>	<p>✓Good self-care is regularly discussed, and strategies shared.</p> <p>✓Impact on wellbeing is highlighted - reduced anxiety, increased confidence.</p> <p>✓Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.</p> <p>✓Staff participation, positive impact on morale</p> <p>✓Staff know who to contact, within and out with school, if they need a listening ear or practical support.</p>	<p><a href="https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/">https://www.nhslanarkshire.scot.nhs.uk/Services/CAMHS/</a> /</p> <ul style="list-style-type: none"> <li>• Seasons for Growth COVID presentation</li> <li>• In school support plus staff welfare officer, Time for Talking as appropriate (see below for details)</li> <li>• Check In format provided by NLC based on NHS practice (optional use)</li> <li>• NL Teams or other approved digital platform</li> </ul> <p><u>One to One Support</u> Staff Welfare Officer 0793 928 1114 <a href="mailto:campbellc@northlan.gov.uk">campbellc@northlan.gov.uk</a> Time for Talking Counselling Service 0800 970 3980</p> <p><u>Information/ Resources</u> <a href="http://www.nllife.co.uk">www.nllife.co.uk</a> Education and Families Weekly Bulletin NL Teams (HWB/Staff HWB Folder) Twitter @edfamstaffwellbeing HWB Champion Link <a href="#">'Taking Care of Yourself in Challenging Times' (Resource Pack for Individuals)</a></p> <p><u>Online Development Opportunities</u> <a href="#">Claire Lavelle Webinars</a></p>	<p>Issued July. Deliver August/</p> <p>Ongoing</p> <p>Issued July.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Dates TBC</p>

			NLC Spotlight on Wellbeing webinars	
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## 2020-21 School Improvement Priority 2

<b>IMPROVEMENT PRIORITY 2:</b>	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.				
<b>Person(s) Responsible</b> <small>Who will be leading the improvement?</small>	HT, SLT, Digital Champion, Class Teachers				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ UNCRC Article(s)</b>
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	4. Targeted approaches to literacy and numeracy 5.Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9.Engaging beyond the school	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4.Assessment of Children's Progress 6.Performance Information	1.Improvement in attainment, particularly in literacy and numeracy; 2.Closing the attainment gap between the most and least disadvantaged children; 4.Improvement in employability skills and sustained, positive school leaver destinations for all young people	1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	<b>Article 17</b> - The right to reliable sources of information <b>Article 28</b> - The right to an education <b>Article 29-</b> The right to develop personality, talents and abilities

<b>Outcome(s) / Expected Impact</b> <small>Detail targets, %, etc.</small>	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> <small>What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)</small>	<b>Resources</b> <small>Please include costs and, where relevant, state where cost is being met from.</small>	<b>Timescale</b> <small>What are the key dates for implementation? When will outcomes be measured? Checkpoints?</small>
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<p>All children and young people have access to a device which enables them to engage with digital learning at home.</p>	<ul style="list-style-type: none"> <li>✚ SLT and class teacher staff to evaluate and review learner access needs during parent telephone consultations.</li> <li>✚ Education and families' guidance on digital learning and access to be reviewed for school context.</li> <li>✚ Establish a contingency plan for school device use during a period of self-isolation. (Individual/families, classes and larger groups)</li> <li>✚ Review learning plans to ensure an alternative to digital tasks.</li> <li>✚ All learners and staff to be involved in the use of Acceptable use agreements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Engagement Tracking</li> <li>✓ Parental Consultation</li> <li>✓ Staff evaluations of need</li> <li>✓ Establishment Contingency planning</li> </ul>	<ul style="list-style-type: none"> <li>• Education and Families Deployment of devices Guidance</li> <li>• COVID-19 Re-opening of schools guidance</li> </ul>	<p>Ongoing</p>
<p>Children and young people to have ease of access to digital learning platforms, which develop curricular needs.</p>	<ul style="list-style-type: none"> <li>✚ All staff to issue children and young people with usernames and passwords to access online learning. (Glow, Sumdog, Oxford Owls)</li> <li>✚ Create an online learning overview, which is regularly reviewed. (Weekly Grids)</li> <li>✚ Issue online learning overview to children/young people and parents. (Email an example of a weekly grid)</li> <li>✚ SLT develop a strategic overview to digital learning pathway.</li> </ul>	<ul style="list-style-type: none"> <li>✓Learner evaluations</li> <li>✓Parental Consultation</li> <li>✓Planning Overviews will track use and inform overview</li> </ul>	<ul style="list-style-type: none"> <li>• Refreshed Curriculum Narrative</li> <li>• Ed Scot - What Digital Learning might look like.</li> <li>• NLC - Digital Learning and Teaching Guidance (August 20)</li> <li>• NLC - Digital Solutions to enhance Learning and Teaching.</li> </ul> <p><a href="#">Glow Information</a></p>	
<p>A clear communication strategy, which ensures all stakeholders know expectations of remote and flipped learning.</p>	<ul style="list-style-type: none"> <li>✚ Review universal approaches to communication across the school.</li> <li>✚ Develop a strategy to digital communication for learners (Teams) and parents (Groupcall).</li> </ul>	<ul style="list-style-type: none"> <li>✓Parental Consultation</li> <li>✓Staff Evaluation</li> <li>✓Digital tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• NLC - Digital Learning and Teaching Guidance (August 20)</li> <li>• Digital School</li> </ul>	

	<ul style="list-style-type: none"> <li>✚ Review and update school website, ensuring digital/home learning overview and links displayed.</li> <li>✚ Following staff training launch and promote parents portal</li> <li>✚ Continue developed use of Groupcall for all stakeholders.</li> <li>✚ Develop consistent approaches to digital home learning.</li> </ul>			
<p>Increase children and young people's opportunities to engage with learning digitally outside of the classroom environment, then sharing in class.</p>	<ul style="list-style-type: none"> <li>✚ Develop consistent approaches to the use of digital learning across stages/subjects</li> <li>✚ Increase flipped learning experiences using O365 and Glow</li> <li>✚ Communicate approaches to flipped learning to all stakeholders.</li> <li>✚ Develop use of collaboration tools in Glow to allow learners to work together and share learning.</li> <li>✚ Embed the world of work into digital skills and learning.</li> <li>✚ Develop use of virtual learning environments for learners.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parental Consultation Learner</li> <li>✓ Consultation/Evaluation</li> <li>✓ Planning Tracking and monitoring</li> <li>✓ Digital Tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• NLC - Digital Learning and Teaching Guidance (August 20)</li> <li>• NLC - Digital Solutions to enhance Learning and Teaching.</li> <li>• Digital School</li> <li>• Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</li> </ul> <p><a href="#">Education Scotland Newsletters</a></p> <p><a href="#">Glow information</a></p>	
<p>Consistent use of Glow as a learning and collaborative environment for all learners and staff.</p>	<ul style="list-style-type: none"> <li>✚ All children and young people are able to use O365 tools effectively to enrich their learning experience.</li> <li>✚ Glow is used to give children and young people feedback on their learning. (Class Notebook)</li> <li>✚ Regular use is made of accessibility tools in Glow to support learner's needs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner Consultation/Evaluation</li> <li>✓ Planning Tracking and monitoring</li> <li>✓ Digital Tracking and monitoring - use of</li> <li>✓ Insights on Teams</li> </ul>	<ul style="list-style-type: none"> <li>• NLC - Digital Learning and Teaching Guidance (August 20)</li> <li>• NLC - Digital Solutions to enhance Learning and Teaching.</li> <li>• Digital School</li> </ul>	

	<ul style="list-style-type: none"> <li>✦ Children/young people and staff have access to collaborative areas in Teams.</li> </ul>		<ul style="list-style-type: none"> <li>• Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</li> </ul> <p><a href="#">Glow information</a></p>	
Develop use of digital data to inform tracking of learner engagement and the digital curricular requirements.	<ul style="list-style-type: none"> <li>✦ All staff to be involved in the evaluation of digital platform engagement data.</li> <li>✦ Insights to be used in all learner Team groups to track use.</li> <li>✦ Develop approaches to evaluate and track learner progress using digital platforms and learning.</li> <li>✦ SLT to develop an overview to digital platforms and their use across stages/subjects.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Planning tracking and monitoring</li> <li>✓ Professional judgement</li> <li>Digital Tracking and monitoring - use of Insights on Teams</li> <li>✓ Benchmarks</li> <li>✓ Excel Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• NLC - Digital Learning and Teaching Guidance (August 20)</li> <li>• NLC - Digital Solutions to enhance Learning and Teaching.</li> <li>• Digital School</li> </ul>	
Increased use of digital tools to inform assessment of learning, within school and out with the classroom environment.	<ul style="list-style-type: none"> <li>✦ All staff to include digital assessment opportunities in planning</li> <li>✦ Particular use to be made of tools which enable collaboration, assessment and evaluation: OneNote Sway Powerpoint Forms Word (in Glow)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Planning tracking and monitoring</li> <li>✓ Learner evaluations</li> <li>✓ Staff consultation</li> <li>✓ Digital Tracking and monitoring - use of Insights on Teams</li> <li>✓ Benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• NLC - Digital Learning and Teaching Guidance (August 20)</li> <li>• Microsoft Educator site in Glow</li> </ul> <p><a href="#">Education Scotland Newsletters</a></p> <p><a href="#">Glow information</a></p>	
Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.	<ul style="list-style-type: none"> <li>✦ Schools to nominate a digital champion</li> <li>✦ Staff engage with digital learning CLPL</li> <li>✦ All staff to have access to Education and Families Bulletin on Glow</li> </ul>	<ul style="list-style-type: none"> <li>✓ Planning tracking and monitoring</li> <li>✓ Digital Tracking and monitoring - use of Insights on Teams</li> <li>✓ Staff PRD</li> </ul>	<ul style="list-style-type: none"> <li>• NLC - Digital Learning and Teaching Guidance (August 20)</li> <li>• Microsoft Educator site in Glow</li> </ul>	

	<ul style="list-style-type: none"> <li>All staff to know their login for Login to Learn</li> </ul>		<ul style="list-style-type: none"> <li>NLC - Digital Solutions to enhance Learning and Teaching.</li> </ul> <p><a href="#">Glow information</a></p> <p><a href="#">Professional Learning - Ed Scot</a></p>	
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### 2020-21 School Improvement Priority 3

<b>IMPROVEMENT PRIORITY 3:</b>	To continue to develop high quality learning and teaching approaches at all stages so as to impact positively on learner attainment and achievement.				
<b>Person(s) Responsible</b> Who will be leading the improvement?	Laura Simpson, Head Teacher, All Staff				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ UNCRC Article(s)</b>
1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	5. Promoting high quality learning experience 11. Professional learning and leadership 12. Research and evaluation to monitor impact	2 Teacher Professionalism 4 Assessment of Children's progress 6 Performance Information	1 Improvement in Attainment, particularly in Literacy and Numeracy. 2 Closing the Attainment Gap	1 Improvement in Attainment, particularly in Literacy and Numeracy. 2 Closing the Attainment Gap	RRS Article 28 - Right to Education RRS Article 29 - Goals of Education

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state where cost is being met from.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Refreshed curriculum rationale which reflects curriculum advice in line with COVID-19 guidance to reduce virus transmission.	<ul style="list-style-type: none"> <li>✚ All staff to take part in curriculum review following Education Scotland and NLC curriculum guidance.</li> <li>✚ Curriculum Rationale will be continually reviewed as guidance changes.</li> <li>✚ Consultation and communication with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consultation questionnaire results with all stakeholders.</li> <li>✓ Teachers planning will reflect changes to curriculum rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland Curriculum Advice</li> <li>• NLC Curriculum Guidance COVID-19 Re-opening of schools guidance</li> <li>• Refreshed Curriculum Narrative</li> </ul>	December '20

	<ul style="list-style-type: none"> <li>Refreshed Curriculum Narrative used to support and reflect in line with the four capacities of CfE.</li> </ul>			
All stakeholders will be consulted in the creation of a shared understanding of what effective learning and teaching looks like at Stane Primary School.	<ul style="list-style-type: none"> <li>Staff to engage with GTCS standards, HGIOS 4, and NLC learning and teaching policy to agree on a shared understanding of what high quality learning and teaching looks like at Stane Primary School.</li> <li>Pupils to contribute to self-evaluation through use of HGIOURS, focussing on the learning provision.</li> <li>Review monitoring pro-forma of classroom practice to reflect on the agreed 'shared standard'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-evaluation activities.</li> <li>✓ Pupil focus group findings from engagement with HGIOURS?</li> <li>✓ Learning and Teaching policy based on agreed understanding.</li> <li>✓ Revised monitoring pro-forma to support self-evaluation and consistency of learning and teaching.</li> <li>✓ Classroom learning visits and learning walks will show consistency of practice.</li> </ul>	<ul style="list-style-type: none"> <li>Collegiate time used to create shared understanding of learning and teaching.</li> <li>Professional reading resources.</li> </ul>	December '20
Learners are aware of their next steps in learning through consistent use of assessment is for learning strategies.	<ul style="list-style-type: none"> <li>Audit current use of AiFL strategies in classrooms. Agree on a range of strategies to be used at each stage.</li> <li>Share and showcase examples of effective AiFL at all stages which promote learner engagement.</li> <li>Learners will be supported to identify learning targets for literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-evaluation activities.</li> <li>✓ Staff to showcase good practice at collegiate time.</li> <li>✓ Peer learning visits.</li> <li>✓ Evidence of pupils setting and reflecting personal learning targets. ✓ Pupil learning conversations.</li> <li>✓ Monitoring of learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Identify any AiFL resources as required.</li> <li>Professional reading resources.</li> <li>Support from NLC Pedagogy Team (TBC)</li> </ul>	April '20
All learners will benefit from improved learning experiences as staff engage with and implement creative approaches to learning and teaching.	<ul style="list-style-type: none"> <li>All classes will be encouraged to utilise the outdoor environment as a stimulating context for learning in their weekly timetable.</li> <li>Identify opportunities to share good practice in using ICT to support learning and identify CLPL as appropriate.</li> <li>Staff will work in teams/groups to research creative approaches to learning through collegiate time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observations show that almost all classes are using the outdoor learning environment weekly.</li> <li>✓ Classroom learning visits and learner conversations.</li> <li>✓ Use of ICT is a feature in most lessons.</li> <li>✓ Pre and post staff evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Additional ICT equipment to be purchased including 15 x iPads and 1 x interactive boards (Approx. £8, 000).</li> <li>Collegiate time allocated to allow staff to engage with research and plan together.</li> <li>Additional resources to support creative learning approaches.</li> </ul>	Ongoing throughout school session 2020-2021


	<ul style="list-style-type: none"> <li>✚ Using the 'small test of change' model, staff will identify a suitable and stimulating context for learning to implement new methodology.</li> <li>✚ Staff will implement the new methodology using a 'plan, do, review' approach.</li> <li>✚ Staff will periodically review their findings and share their findings with colleagues.</li> <li>✚ Peer visits and learning walks will be facilitated to share good practice.</li> <li>✚ Staff will then showcase and share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Range of impact data evident from staff practitioner enquiry including pupil questionnaires, assessment results, engagement scales.</li> <li>✓ Staff CLPL records</li> </ul>		
Gaps in learning will be addressed through careful planning and links across services	<ul style="list-style-type: none"> <li>✚ Identify gaps in learning through careful consideration of assessment approaches.</li> <li>✚ Cost of the school day considered in planning learning experiences.</li> <li>✚ Ongoing and periodic assessment used effectively to track attainment and depth in learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc,</li> <li>✓ Teacher planning will reflect information gathered from assessments to plan next steps.</li> <li>✓ Monitoring, tracking and attainment reviews will show that children identified progress in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and Moderation cycle</li> <li>• Assessment resources (POLAAR, SLT, NGRT, MALT, Fresh Start etc)</li> </ul>	Ongoing throughout school session 2020-2021

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## 2020-21 Nursery Class Improvement Plan

<b>IMPROVEMENT PRIORITY :</b>	We will deliver equity and excellence and 1140hours to all children. Quality will be at the heart of this process.				
<b>Person(s) Responsible</b> <small>Who will be leading the improvement?</small>	Laura Simpson HT, Julie Scott DHT, Kerry Lindsay Lead Practitioner,				
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>UNCRC Article(s)</b>
2.4, personalisation & support. 2.5, Family learning. 2.7, partnerships. 3.1 Ensuring Wellbeing, Equality & Inclusion	Early intervention and prevention.	Assessment of children's progress.	Improvement in children's and young people's health and wellbeing.	Closing the attainment gap between the most and least disadvantaged children.	N/A

<b>Outcome(s) / Expected Impact</b> <small>Detail targets, %, etc.</small>	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> <small>What ongoing information will demonstrate progress? (Qualitative, Quantitative - short/medium/long term data)</small>	<b>Resources</b> <small>Please include costs and, where relevant, state where cost is being met from.</small>	<b>Timescale</b> <small>What are the key dates for implementation? When will outcomes be measured? Checkpoints?</small>
All children 100% will have opportunities to access outdoor provision on a daily basis.	 Ensure the environment outdoors is attractive, inviting and meets the needs of all children, including those with additional support needs.	✓ Audits of the outdoor environment will inform where practice needs to be developed.  HGIOELCC 3.1 Ensuring Wellbeing, Equality & Inclusion: the promotion of	<ul style="list-style-type: none"> <li>Time and use of lead to monitor different types of play, all areas used. Out to Play, Space to Grow, Further support and training accessed through NLC, ELC service.</li> </ul>	Termly and ongoing.  And beyond

		<p>wellbeing for all our children and their families underpins everything we do</p> <p>Health &amp; Social Care Standards:</p> <p>1. I experience high quality care and support that is right for me - 1.25</p>		
<p>The internal and external environment will support 100% of children and their needs across the extended day. Planned consideration needs to be given to developing spaces and places where children can rest, be active, be curious and eat. Children also require flexible spaces to support choice and extend play experiences.</p>	<p>✚ Staff consider current thinking and documentation such as CFE, RTA, Loving Lunches, Playing with Design Setting the Table, Food for Thought to develop and improve a suitable and high quality environment.</p>	<p>✓ Curriculum planning meetings, minutes and actions</p> <p>✓ Internal environmental areas reviewed with all practitioners where professional dialogue &amp; evaluations leads to positive change.</p> <p>HGIOELCC Health &amp; Social Care Standards</p>	<ul style="list-style-type: none"> <li>• Time, audits, appropriate documentation as a guide.</li> <li>• NLC Training &amp; Development</li> <li>• National Improvement Hub</li> <li>• Care Inspectorate Hub</li> <li>• Knowledge Hub</li> </ul>	<p>Ongoing September 20 - June 2021.</p> <p>And beyond</p>
<p>The pace of the day supports 100% of children their individual needs and dispositions. Planned consideration should be given to developing care routines, social routines, free flow play, choice, independence, outdoor and community learning and structured experiences</p>	<p>✚ Staff consider current thinking and documentation such as CFE (BTC2), RTA, Loving Lunches, Planning in the moment, Out to Play, Space to Grow and Setting the table</p>	<p>✓ Curriculum planning meetings, minutes and actions</p> <p>✓ Pace of the day &amp; experiences reviewed with all practitioners where professional dialogue &amp; evaluations leads to positive change.</p> <p>HGIOELCC Health &amp; Social Care Standards</p>	<ul style="list-style-type: none"> <li>• Time, audits, appropriate documentation as a guide.</li> <li>• NLC Training &amp; Development</li> <li>• National Improvement Hub</li> <li>• Care Inspectorate Hub</li> <li>• Knowledge Hub</li> </ul>	<p>Ongoing September 20 - June 2021.</p> <p>And beyond</p>
<p>100 % of Parents are included in their children's learning/expansion plans and their views taken account of.</p>	<p>✚ Parental views and ideas are taken account of and acted upon.</p>	<p>✓ Where change is necessary it is implemented and information given out to parents and where</p>	<ul style="list-style-type: none"> <li>• Leads run workshops and act on information from audits.</li> </ul>	<p>Ongoing from October 20 to June 2021.</p> <p>And beyond</p>

		appropriate workshops offered. HGIOELCC Health & Social Care Standards		
100% of staff will have opportunities to contribute their ideas and thinking into the 1140hrs expansion process.	✚ Staff will share good practice from out with and within our setting, attend online training and do some professional reading.	✓ Views of staff collected and collated and acted upon. ✓ Good practice shared and celebrated. ✓ HGIOELCC ✓ Health & Social Care Standards	• Time, professional reading, training, visits organised.	August - June 20 - August 2021.  And beyond
80% of collaborative opportunities are attended to within our cluster to support us in looking inward, outwards and forward in improving quality to support the delivery of 1140 hours and beyond.	✚ In collaboration with colleagues across our (admissions) cluster devise a calendar of events to support and improve ELC capacity and practice.	✓ Calendar of events, meeting agendas, minutes and actions. HGIOELCC Health & Social Care Standards	• Time, Microsoft Teams	August - June 20 - August 2021.  And beyond

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**NAME OF ESTABLISHMENT:** Stane Primary School  
**SAC/PEF ALLOCATION (FTE or resource):**  
Probationer Teacher

**NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES  
SAC/ PEF RESOURCE SPEND**



## **SAC/ PEF PLAN 2020-21**

### **RATIONALE FOR SAC/ PEF PLAN**

Please provide below detail around your rationale for the SAC plan.

Consider the following: attainment, attendance, exclusion, participation, engagement.

Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people.

Stane Primary School and Nursery Class aspires to be a nurturing, learning organisation striving for continuous improvement, well known for the excellent quality of learning and teaching and the care, welfare and support that we provide to help our pupils' achieve their best. We are committed to delivering the best possible outcomes for pupils so that they have the best start in life and are ready to succeed by following the principals of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and A Nurturing Framework. In both national and local context, our focus will be on closing the poverty related attainment gap ensuring equity for all.

The school have been allocated a probationer teacher (0.8 FTE). This has allowed the school to run with 7 classes and reduce the number of children within each one. It has also released a teacher to

Pupil Equity Funding will be spent on 0.40 FTE of a teacher to allow us to reduce class sizes, improve outcomes in literacy, numeracy, health, and wellbeing and deliver differentiated, one to one and small group tutoring across the school. Small class sizes allows us to support the education and care of children during the response to the coronavirus pandemic.

Our main focus will on the bulleted headings below.

- Intervention and prevention
- Promoting a high quality learning experience
- Targeted approaches to literacy and numeracy

We are addressing the cost of a school day by:

## Uniforms

- Providing all children with the stationary that they need for the school day.
- Improve the promotion of school clothing grants to parents and carers.
- Hold uniform recycling events, if at all possible due to COVID restrictions.

## Resources

- Ensure that resources are on hand in class for everyone.
- Make sure that all teaching staff have consistent expectations around resources.
- Ensure pupils have access to ICT at home.

Our allocated Pupil Equity Fund (PEF) will help to close the poverty related attainment gap by improving the educational outcomes for children. The Pupil Equity Funding enables us to deliver activities, interventions or resources that are clearly additional to those, which were already planned. Our funding aligns with our School Improvement Plan and School Improvement Report. Parents and carers, children and other key stakeholders are involved in the planned spend

Costings (FTE or resource)	Focus area - Intervention Literacy / Numeracy / HWB	Intended Outcome Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	Evidence Please indicate what evidence you are going to collect to show impact and progression (e.g YARC / MALT assessment etc)
0.8 FTE August to June 2021 (SAC)	Literacy/Numeracy and Health and Wellbeing	This has allowed us to reduce class sizes, improve outcomes in literacy, numeracy, health, and wellbeing and deliver differentiated, one to one and small group tutoring across the school. Small class sizes allows us to support the education and care of children during the response to the coronavirus pandemic.	Class Tracking and Monitoring Files MALT, NGRT Assessments Fresh Start Assessments PM Benchmarking where applicable.
0.4 FTE August to June 2021 (PEF)	Literacy/Numeracy and Health and Wellbeing	This has allowed us to reduce class sizes, improve outcomes in literacy, numeracy, health, and wellbeing and deliver differentiated, one to one and small group tutoring across the school. Small class sizes allows us to support the education and care of children during the response to the coronavirus pandemic.	Class Tracking and Monitoring Files MALT, NGRT Assessments Fresh Start Assessments PM Benchmarking where applicable.
1.0 FTE Acting Principal Teacher August to February 2021	Numeracy/Digital Learning and Data	This has allowed increased staff capacity through the delivery of staff training and support sessions. Increased capacity to review and drill down in to data to provide appropriate supports to staff and pupils.	Class Tracking and Monitoring Files MALT Assessments

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